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ABSTRACT

Three articles concerning the development of the rural press in Africa as a means of communicating and promoting literacy are included in this collection of reprints. "The Rural Press, Effective Rural Communication Medium" by Robert H. Sam-Kpakra describes this medium of communication by and for people living in areas with little or no access to urban means of communication. The article discusses the basic principles of the rural press, the rationale for its development, step-by-step directions for using a silk-screen duplicator to produce a rural news bulletin, and suggestions for local management of the rural press. "Grassroot Communication at Village Level," by Charles T. Hein and Keith K. Kanyogonya, outlines the construction and operation of a silk-screen duplicator as used in Nigerian local newspaper production. "Case Study: Mimeographed Bilingual Village Newspaper," by Margaret D. Miller chronicles the history and operation of a rural Liberian newspaper produced in Looma, an African language, and eventually also partly in English. Details of solicitation of articles, layout and content, distribution, and finance are provided. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

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RURAL PRESS FOR VILLAGE POST-LITERACY LITERATURE

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August 1982

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C O N T E N T S

1. The Rural Press, Effective Rural Communication Medium

2. Grassroot Communication At Village Level

3. Case Study: Mimeographed Bilingual Village Newspaper

All three articles begin with the blue inserts.

THE RURAL PRESS,

EFFECTIVE

RURAL COMMUNICATION MEDIUM

A Paper Prepared for the Rural Press Workshop at The International Council for Adult Education (ICAE) Conference in Paris, October 24 - 31, 1982

By:

Robert H. Sam-Kpakra

THE RURAL PRESS, EFFECTIVE RURAL COMMUNICATION MEDIUM

A PAPER PREPARED FOR THE RURAL PRESS WORKSHOP AT THE INTERNATIONAL COUNCIL FOR ADULT EDUCATION (ICAE) CONFERENCE IN PARIS, OCTOBER 24 - 31, 1982

BY: ROBERT H. SAM-KPAKRA
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WHAT IS THE RURAL PRESS?

Simply defined, the rural press is the medium of communication by and for people living in rural sectors with little or no access to urban means of communication. It is an alternative to conventional means of mass communication media: urban newspapers and magazines, radio and television. In spite of all their sophistication, these conventional means have failed to communicate with rural people because of the type of language used, the kind of readers they cater to, the news they carry, and the very philosophy and purpose of the media.

The rural press, on the contrary, is written, edited, produced by, and intended for rural people especially newly literate adults in an attempt to sustain their newly acquired literacy skills as well as answer some of their local developmental needs. The reporting here is simple and unsophisticated, avoiding any kinds of gimmicks and unnecessary sensationalism. The rural press does not lay down any professional qualifications regarding who can report and/or write apart from requiring that what is written is pertinent to the community. Everyone and anyone in the community can write or contribute to the publication as long as it is in the interest of the community. The illiterate contributor can dictate his news to his literate brother, and this news will be considered as an important news item. Articles ranging from a simple village occurrence such as a good harvest to such major incidents as death of the chief's favorite wife are considered as newsworthy reporting.

For the sake of the readers, it is always necessary that a rural newspaper be in the local language of the readers and, if desired, in English/French as a second or transitional language. It is also recommended that the concepts, expressions, terminologies, and style of the newspaper are such that the publication is easily comprehended by the local people.

The rural press has been implemented with success in villages in Niger, Ghana, Mali, Togo, Tanzania, Kenya, Benin, Upper Volta, and Liberia to name only a few countries in Africa. It is good to note that in all of

these countries, the input of the rural people themselves and their interest and support of the rural press won the paper's success. In these countries rural newspapers have been reproduced by offset, mimeograph machines, and silk-screen presses. Whatever the reproduction method used, the results have been effective as several thousand copies of each edition were reproduced and circulated on regular basis to its readers.

WHY THE EMPHASIS ON RURAL PRESS?

As has been mentioned earlier, the conventional mass communication media (newspapers, radio, television) only cater to the elite in developing societies who account for about five percent of the total population thus leaving the 95 percent of our people uninformed about the happenings of the day. The radio can be an effective communication medium, but because of its current prohibitive costs (purchasing and maintenance) it does not serve rural people effectively. Newspapers, magazines, and television programs are almost always urban-biased. What is worse is that even when the newspapers and television have feature articles on development or talk shows on good health and agriculture the rural people for whom they may be meant may never even see the papers (if they see it they can't read it) or have the chance to ever watch a TV program, not to mention owning a set. In some African countries, national television is restricted to only a few areas outside of the capital city.

It is this situation which tends to make wholesome communication ineffective in Africa, as our rural people are counted out of enjoying the communication services provided by government. As a counter action to this phenomenon, the rural press idea is an innovation which is meant to provide an effective means of communication for rural people. It is a definite opportunity for rural people to communicate with themselves and others about those things which concern and affect them directly. Advocates of the rural press have put forward the following as justification for the rural press:

1. In a functional adult literacy program the rural press helps to facilitate putting new, interesting, and relevant follow-up reading materials into the hands of newly literate adults to maintain and help utilize the reading skills of learners.

2. The rural press makes it possible to produce reading materials and newspapers on site and with speed.

3. The rural press helps rural people to be informed on a regular basis about happenings and matters of concern to them.

4. The rural press can help unify rural people by their reading about their common problems and discussing and suggesting solutions concertedly. Because everyone is a contributor to the rural press, opportunity is provided for individual and collective recognition.

5. The rural press can entertain readers with stories, parables, jokes and cartoons in order to maintain the interest of its readers and learners.

6. The rural press can help in the process of educating rural people to new and improved practices in development, health, agriculture, child care and good home-management.

7. The rural press can help newly literate adults from relapsing into illiteracy and thus is effective in continuing education programs.

8. The rural press can be an effective means of preserving local culture and tradition by putting folk tales and proverbs into writing for posterity.

9. The rural press can be used to announce, advertise, promote, and encourage local business.

HOW DOES THE RURAL PRESS WORK?

The village rural press can take the form of village newspapers, bulletins, handbills for literacy programs, or general information on development produced on a mimeograph machine, a printing machine, or a silk screen duplicator. For our purpose, we will concentrate on the silk screen duplicator which has proven to be economical and easy to operate.

In our attempt to demonstrate how the silk screen duplicator works, we will discuss the following points:

1. Materials needed for the silk screen duplicator and how local materials can be appropriately improvised.

2. A step-by-step process in the silk screen duplicator reproduction method.

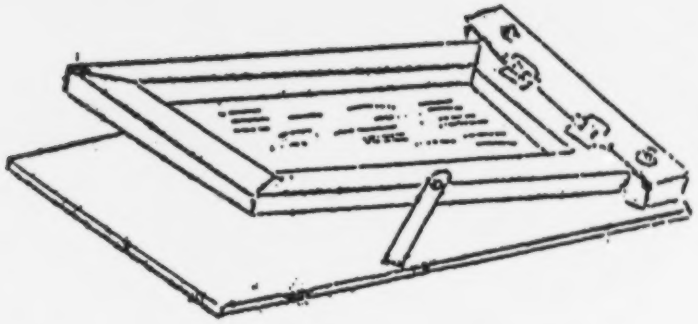
3. Some hints on writing and improving a rural newspaper.

4. How local leaders can be trained to manage the rural press as a viable venture.

1. MATERIALS NEEDED FOR THE SILK SCREEN DUPLICATOR.

The silk screen duplicator, unlike the mimeograph and printing machines, need not be imported, but can be made locally by a village carpenter. The basic materials needed are:

1. A frame 29 x 45cm with an inside frame of 24 x 37cm in which a mesh silk screen is attached.



2. A stencil, preferably the Gestafax or Kores dry type, but any other regular duplicating stencil will serve.

3. A stylus to cut the stencil.

4. Duplicating ink.

5. A roller or squeegee for applying the ink.

6. Correction fluid for erasing errors.

7. Thumb tacks for attaching the stencil to the frame.

8. Duplicating paper.

1B. HOW LOCAL MATERIALS CAN BE APPROPRIATELY IMPROVISED

Local materials can be substituted for materials which would otherwise be very expensive to purchase and import from overseas. Following are some of the substitutions tried in Sierra Leone:

1. Instead of plywood and wood for the silk screen duplicator, bamboo cane was used to build the frame.

2. Instead of nails and stylus for putting the frame together and cutting the stencil respectively, bamboo cane was used (sharpened to a fine point) as nail and stylus for cutting the stencil.

3. Instead of silk which is hard to get around here, a very fine mosquito net was used.

4. Instead of hinges very thick country cloth or piece of material was used.

5. Old rubber tires attached between wooden slabs were used as squeegee.

6. Many attempts were made to make ink for duplicating ink. Although we have not succeeded to thoroughly substitute duplicating ink for continuous duplicating we continue to try.

7. Scraps of paper from printing press (off cuts) were recycled to produce paper for the newspapers. Here also, we continue to try hard to improve on the quality and texture of the paper.

Suffice it to say that with the above, a village rural press can be effected without total or much dependence on imported materials and equipment.

2. STEP-BY-STEP PROCESS OF PRINTING

1. First cut your stencil with the use of a stylus, or a bamboo cane or a used ballpoint pen. (Check against the light to ensure stencil is properly cut.) The stencil is then placed under the upper movable frame of the duplicator with the writing against the silk screen and then attached firmly to the wooden frame with thumb tacks. This avoids wrinkles in the stencil and any possible ink spots on the paper.

2. Underneath the upper movable frame, you put a quantity of duplicating/printing paper which provides a cushion for the printing process.

3. Lower the upper movable frame to rest on the stack of printing paper.

4. Pour duplicating ink on the screen and use a squeegee to spread the ink evenly on the screen making sure that the ink is spread in one direction not criss-cross.

5. Lift the upper movable frame, and the top sheet of the printing paper will have the impression from the stencil. After printing one sheet, remove it and place the frame on the stack of papers again and use your squeegee. The process is repeated until the quantity of sheets required is printed and left to dry.

NOTE

The process here is different from the mimeograph or duplicating machine as the process is slower. However, when perfected, it can be very efficient for printing on textiles, labels and serigraphs. A duplicating machine is faster, but is expensive to purchase and to maintain.

3. SOME HINTS ON WRITING AND IMPROVING A RURAL NEWSPAPER

In order that your rural newspaper can be effective and appreciated, the following are recommended:

1. Always try to write very simply, bearing in mind the literacy level of the readership.

2. Write about those things which concern and interest rural people, using familiar expressions and terminologies which can be easily understood.

3. You can write in the local language on one side and, if desired, English or French as a second language on the other.

4. The writing or typing must be very legible for all to read with ease.

5. Use illustrations with stories to help in understanding the message. Try not to isolate your illustrations and avoid background crowding, which will confuse new readers. Make sure the illustrations fit the script, e.g., if you talk about a man sitting let the illustration show a man sitting not standing.

6. Leave good margins all the way around.

7. If you should use illustrations, do your illustrations first on the stencil before writing your news. Don't forget to write short captions to your pictures.

8. Get news from the people; let everyone be a contributor or a newswriter. When rural people see their own input in the paper, it will popularize the paper and sensitize more people to contribute.

9. Plan the layout of your paper carefully making sure that it has:

   (a) an attractive name
   (b) a logo if possible
   (c) series number
   (d) cost of paper
   (e) name of publisher to give recognition to the village or people involved in the publication e.g.:

VILLAGE	NAME OF THE PAPER	SYMBOL
Cost	Issue No	Date
HEADLINES STORY By		PICTURE/ILLUSTRATION HEADLINES Story By
Editor Village		

(f) content of paper must have a regular order for what goes on the first, second, and following pages, taking into consideration editorials, general news, feature story or articles, parables, quotes, cartoons, etc.

4. LOCAL MANAGEMENT OF A RURAL PRESS

It is important that any rural press should boast of its own local people managing the press and making it a viable venture. In this connection it is recommended that as a prerequisite, the rural press be a community affair to involve all interested rural residents.

Consideration would have to be given to maintaining and keeping the equipment, collection of news items, printing the newspaper regularly and on time, and managing any finance accrued from the sale of the paper for the benefit of the class/village. Thus it would be necessary to have the following positions:

a. Chief Editor - This person would oversee the entire machinery of the rural press; its content, production, policy, editorial and general administration. Should be literate.

b. Sub-Editor - Responsible to the chief editor; plans the layout of the paper, ensuring that relevant and interesting news items are covered.

c. Reporters - Everyone can be a reporter or writer, even the illiterate person, who can dictate his/her news. The contributor's name can appear at the bottom of the news item. This will encourage the writer and others to be part of the whole process.

d. Production Staff - The production staff is responsible for the actual printing of the newspaper. These must be people who are willing to devote their time and energy to the rural press. They work hand in hand with the illustrator and together they help get the paper off the press.

e. Salesmen - The paper must not be given free of cost to the people. It should be sold at a fee determined by a management committee so that it is within the people's ability to pay.

MANAGEMENT COMMITTEE MEMBERS

1. Chief Editor
2. Financial Secretary
3. Treasurer
4. Two community leaders

CONCLUSION

While it is true that the silk screen duplicator is a definite economic device for reproducing a rural newspaper, it must be noted that there are handicaps and limitations. Among some of these handicaps are:

(a) Political constraints

(b) Organization and cooperation

(c) Materials and supplies

(d) Process is time-consuming

Given the political climate in many of our developing countries care should be taken so that political or controversial issues do not jeopardize the smooth running of the rural newspaper. Attempts should be made therefore to concentrate on development concerns, the sustaining of literacy skills and general news. With regard to organization and cooperation, local rural inhabitants must realize that the rural press is for them and should be produced and managed by them. Every effort must be made to solicit the cooperation of local inhabitants to contribute to the newspaper, give their time and concern to it, as well as be encouraged to manage it on their own with little supervision. If this is not done, the idea becomes foreign to them and is then considered as an effort only by government or by a few individuals; this will destroy the effort.

The nonavailability of materials and supplies such as duplicating ink, paper, stylus need not be an insurmountable handicap as has been mentioned earlier that local materials can be properly substituted for some of these items. The stencil is one item that cannot be improvised yet.

All in all the development of the use of the silk screen duplicator in producing the rural press is Africa's least expensive and efficient answer to rural communication. The fact that almost every village can afford to own one silk screen duplicator and thus use it to promote rural development, disseminate useful news and information, preserve local culture through locally-produced written documents, and help sustain the literacy skills of new literates in adult literacy programs is enough justification to recommend the silk screen duplicator in the publishing of a rural paper as the most effective means of rural communication.

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GRASSROOT COMMUNICATION
AT VILLAGE LEVEL

From Afrolit Paper No. 5

By:
Charles T. Hein, Ph.D.
and
Keith K. Kanyogonya

Articles from Afrolit Paper No. 5

Rural Press for Village Post-Literacy Literature

Edited by Charles T. Hein, Ph.D.,
and
Keith K. Kanyogonya

Including reports and Working Group recommendations following Workshop Presentation at the 5th Biennial Pan-African Afrolit Society Workshop, Nairobi, Kenya.

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GRASSROOT COMMUNICATION AT VILLAGE LEVEL

by Dr. Charles T. Hein and Keith K. Kanyogonya

Niger has several hundred village newspapers produced by the literacy classes of several villages working together. Village committees are formed in each market town. The new literate adults contribute stories to the village newspaper in their area.

The committees decide each month which stories shall be printed, and what other items will appear in their duplicated newspaper. In this vast network of small locally duplicated newssheets, each serves a group of villages within easy reach of a market, cooperative or central village.

There are thirteen national language regional newspapers which take contributions from the village newspapers in addition to articles from the national rural newspaper *Gangaa*.

These village and rural newspapers create a two-way flow of information, from the village to the regional and national presses, and from government presses down to the literacy classes.

Village newspapers written by adult learners themselves serve the rural population as post-literacy or follow-up reading materials to the new literates. They aim to sell the papers at a price which will gradually allow for income to replace government subsidy in duplicating materials.

The duplicator ink and paper are initially provided by the national literacy programme as a means to prevent new literates from falling back into illiteracy, and also to associate them with the national development efforts. After initial aid, each village paper becomes self-supporting by the actions taken by each editorial committee.

How to make a "do-it-yourself" screen duplicator

The silk-screen duplicator can be made by any skilled carpenter. A wooden frame is made with flat wood. It is made deep enough to attach a stencil head with tacks. The piece of silk is then nailed taut around the frame to support the stencil. Both ends of the stencil are attached in place on the outside of the frame by two thumb tacks. The edge of the stencil should be pasted down with masking tape or brown gummed paper to avoid ink seeping out during printing. Masking tape (2.5cm) makes a good edging tape because it can be lifted off part way to allow inserting of a new stencil.

Measurements of a screen press

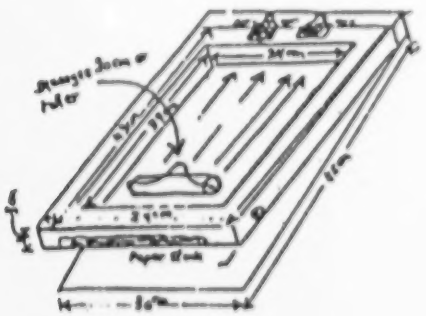
The outside duplicating frame measures 29 x 45cm and the inside frame measures 24 x 37cm. *A Gestescript or any other type of hand-written stencil can be fixed to the hinged edge of the outside frame. Gestescript is a blue stencil with small squares to allow drawing of diagrams or writing news or any other information. This stencil can be purchased from any Gestetner supplier.*

The underside of the stencil comes in contact with the unprinted paper; the top side of the stencil is in contact with the silk screen itself.

Stencils may either be prepared by hand, preferably using the Gestescript type stencil, or by typewriter using any stencil. Even the Electronic stencil can be used to produce copy.

Printing or duplicating

The duplicating is done by applying a roller or a squeegee after putting duplicator ink on the screen. Duplicating papers are placed beneath the stencil after it has been attached to the frame, with the text surface facing the silk screen.

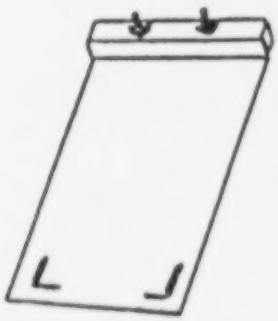


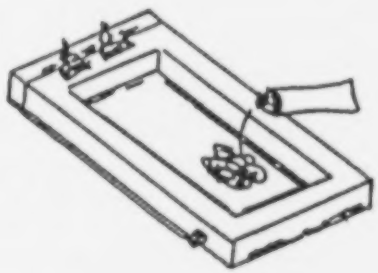
The frame is firmly hinged to a wooden base which supports the duplicating paper to prevent the screen and stencil from shifting while printing is being done. If the whole process is done carefully, the results will be as readable as that of copies duplicated on a manual duplicating machine.

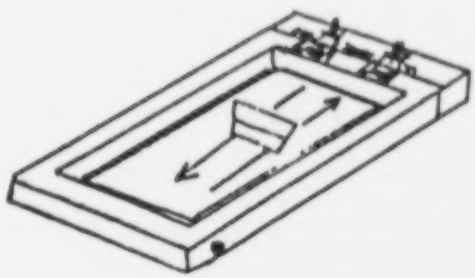
Another variation for lifting the frame instead of using hinges at one end is to construct four hinged lateral legs. The four legs allow lifting the frame which is thus held flat, while it is lifted. A stack of duplicating papers can be placed on the base before lowering the screen frame for printing.

The sheet to be printed should fit well. Two wedges (for example pieces of carton thicker than the sheet to be printed) can be placed at right angles and to the right of the supporting frame. These help to keep the sheets in place.

The sheet to be printed is placed on the supporting frame and the movable frame below which the stencil is fixed should rest firmly on the lower frame with the aid of a drawing pin. Ink is then poured onto the silk and spread out with a scraper made from rubber with a wooden handle. A roller can also be used but only going one way. This can be a cylindrical piece of wood with a length of wire running through it to facilitate use.







After printing, each separate sheet is removed to dry for at least thirty minutes, or it is separated from the next sheet by old paper to prevent ink from soiling the back of the next page.

After each use, the screen should be cleaned first by removing the ink with a spatula, taking care not to pierce the silk screen. The screen is then wiped with a piece of rag dipped in spirit.

An inexpensive equipment

It is generally agreed that lack of financial resources has been one of the major drawbacks in producing post-literacy materials in many parts of Africa or in many developing countries. The silk-screen duplicator is part of the solution to the provision of low-cost and locally relevant and interesting reading material.

The experience of Niger shows that a lot can be achieved inexpensively with the silk-screen duplicators which could not be afforded with modern duplicating machines which are far too expensive for local communities to purchase. It would be expecting too much even for central villages in rural and urban areas to ask their government to provide them with one modern duplicating machine in each village. But it is possible to provide all literacy classes or primary schools with this inexpensive duplicating equipment which can even be made by the people themselves if they are given a model.

When a newspaper or newssheet is produced in urban centers a major problem is to find a way to distribute such publications to readers in the rural areas. This is because Africa is still faced with an enormous problem of transport and communication.

By developing and using this simple tool of the silk-screen duplicator using hand-written stencils, distribution problems are overcome.

The very fact that a newspaper or newssheet is produced in the rural areas by the rural people themselves, means that the publications can be delivered by hand with no more expenses and labor involved. The consumers are enabled to share in deciding what will be printed. The consumers can also share most of the cost per copy. In some countries this is enough to replace the paper provided to start the process.

CASE STUDY:
MIMEOGRAPHED BILINGUAL
VILLAGE NEWSPAPER

From Afrolit Paper No. 5

By:

Margaret D. Miller

Articles from Afrolit Paper No. 5

Rural Press for Village Post-Literacy Literature

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CASE STUDY:
MIMEOGRAPHED BILINGUAL VILLAGE NEWSPAPER

by Margaret D. Miller, Liberia

When the Wozi Rural Press was started in 1949, the village of Wozi was a good place for publishing. This was because it was in the central area of towns speaking the Looma language.

There was no electricity; and there was no professional maintenance of machines. Supplies had to be brought in, not ordered. Therefore, the operation had to be very simple. So our basic equipment we used were: a mimeograph, a typewriter and a stapler.

Production

All our office staff were trained on the job by ourselves. They had no formal education in English except for the director of the programme. Four of these people are working in our office now. They include: one editor, four writers, one typist, one artist, one mimeographist, and three assemblers, staplers, addressers, etc. We now have an office building of four rooms and a store.

The beauty of such simplicity is that from the manuscript to the finished book or newspaper, the whole operation takes place under one roof.

Weekly newspaper begins in 1951

It takes between three and four days to complete the work on a weekly newssheet. In addition we produce between seven and ten booklets of ten

to thirty-two pages each a year, or between 2,000 and 6,000 words in length.

The newspaper began as one side of an 8-1/2" x 11" sheet. It appeared weekly from 1951. That schedule has never been changed. Now we are publishing issues of about 1,300 copies weekly.

The paper grew from both sides of the sheet to two sheets and finally to two 9-1/2" x 14" sheets duplicated on both sides, thus producing four large pages altogether.

Purposes

The main purpose of this newspaper was to serve other purposes as well:

1. It carries news of their home area to people living away from home. It therefore helps to create a sense of community.

2. It gives information for public notices from the hospital, revenue collector, health inspector, district commissioner, church officials, and secret society officials.

3. It *teaches about new things*--in foreign countries, and in nature.

4. It gives *news of the central government*, e.g., affairs related to the President, and the laws of the country.

5. It gives *some international news*.

6. It gives *local cultural material*, e.g., fables, proverbs, blessings, feasts and celebrations.

7. It *gives readers a chance to write*: news, death notices, fables, comment, accounts of experiences.

8. It gives *aids for spiritual growth*.

9. Through diglot, *it helps readers to learn to read the official language of the country, English*.

African language

The newspaper appeared at first only in the African language, and remained so for 7 years. The question of diglot was always present. But we did not want to give up half of our space to the English language, nor did we want to dilute the prominence given to the African language. This would have happened if we gave equal space to English articles and English headlines. Using a second language would also create problems when it comes to captions of illustrations, requiring changing the format to associate the picture with both versions of the article.

However, in time many people always wanted to know what we were writing in the Looma language, so we decided we had to solve the problem. It turned out to be easy. We divided the space by giving *two-thirds to the African language, and one-third to the English*. If, as on the first page, the headline extends across three columns, the lower third of the page is used for English. The picture goes with the article in the African language. The English translation has a smaller headline, no picture, and is generally abbreviated.

Contribution from readers

We encourage our readers to contribute to the newspaper in six ways:

1. We make requests for articles in the newspaper.
2. We assign articles to the office workers.
3. We tell the literacy teachers to elicit articles.
4. We solicit articles from certain people.
5. We put a question in the newspaper with a slip of paper attached for reply.
6. One reader's article printed is the best advertisement.

Layout and content of the newspaper

The content of the newspaper follows a fairly fixed order. The first page has the subject to be featured for that issue. It may be news, or a feature store or article. The second page contains news articles. The third page contains some devotional material, or scripture portions. The fourth page always contains a fable or proverb illustrated by an example from life.

For this last page we are fortunate that the director of the paper is an excellent writer. His last-page feature is the favourite of young, old, rural and urban, national and foreign, nonformally educated and university graduates. Articles are written in the African language first, and then translated into English, with very few exceptions.

Distribution and finance

We sell the newspaper, at a subsidized rate, both by subscription and individually. We distribute it first through colporters, but also through literacy teachers, through the pastors, through the mail, and through travellers who happen to be going to a certain town.

Unfortunately, the operation is expensive. Costs in Wozi are exceptionally high because all supplies are imported and purchased only in the capital, 450 miles away as there is no local manufacturer, as in many of our African countries, which makes reading material excessively dear--or makes subsidies inevitable.

The selling price of a book does not generally cover the cost of materials, and salaries run to about $400 per month for the 4 office workers and the colporter. We are very grateful to the church for supporting the program so generously.

lɔɔma dɔwɔ wɔlɔi

F 823
Nɔɔni, Lɔlɔlɔ

THE LOMA WEEKLY PAPER • 7 April 67

Zupui 7, 1967
Kɔɔa ...lɛ - 1

ÌA WELƐ PÙLÙ VA

Kɔlɔ-ni Tuɔnu yɛ wɔnɔi:
Ku na yɛnɛli su yakali ku sɔɔ nɔ, ɔ dɔdɛ wuuvɛ, ɛ lɛ sɔ wɔ.

Bɛ su-wulu-su yɛ yɛ nii. Tei tu sɔdɔŋi wuiɔni bɔkɔɔa, kuu kɔɔ wuu su nɔɔni ga kɔvɔlɛ tuɔŋɔ. Sɔɔ vɔaŋɔi vɔni sɔvɛ ɔ yɛ tɔɔ, "A sɛi, a sɛi, a sɛi. Wui pɛ ŋu sɛi." Ɛ yɛ tɔɔ, "A wɛlɛ bɛ, wɔ wɛlɛ pùlù va. Bɛ pɛ-ɔ, sɔ-wui pɛ-ɔ, pɛ wù da nɛɛ. Nii yɛ wɔlɛ kɔɔni tɔ yɛga kɛɛsu, wɛ ɓulu vɛ tɔ va. Kɔɔni a vaa na ga nɛ dɛi."

Tei sɔdɔŋitɛ tɛ nɛ tɔɔni, tɛ nɛ yuu ɓɔdɔ yii vɔ, tɔ yɛ tɔɔ, "Ku, bɛi nɛi yɛ yilɛ tɔ dɛvuɔ gɔ tɔ dɛ tɔ levuɔu kɔwɔlɔi nii wɔ, ɓaa. Gɔlɔ ka ɓɔulɔ-dɛɛ vɔ ɔ tɛvɛ kɔwɔlɔi nu wɔ. Yɛ wɛlɛsu ɗaɛ ɓɛlɛ nu vɔ."

Kuu kɔɔa lɛɛ yɛ ga Walɛ-wulu-kɔɔi. Kɔɔa lɛ ŋɔni nɛ kui vɛɛ su Ɛ kui naa ŋɔdɔ ɔɔni ɔ nɛɛ sɔlɔvɛ wulɔ ɔ nɛli vili pɛlɛ wɛ kui vɛɛ su. Kɛ nɛ

LOOK WHAT STANDS BEHIND ME

Teacher Tuanu says, Lozi:
The quail that is alive during one's administration, when it is read, even though he set the trap, nothing will be caught in it.

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